DOCUMENT RESUME

ED 098 506 CS 001 414

TITLE	Helpful Do's for Parents in the Reading Program.
INSTITUTION	Bellevue Public Schools, Wash.
PUB DATE	72
NOTE	2p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Basic Reading; *Early Reading; *Parent Influence; Parent Role; *Parent Teacher Cooperation; *Reading Development; Reading Instruction; Reading Programs

ABSTRACT

In order to help parents encourage their young children as they develop reading skills, this list suggests that parents give each child as many opportunities as possible for meaningful experiences; strive for good language facility--answering in complete sentences and using exact labels; discourage baby talk; don't discourage young children from asking questions; keep probing children's statements and ideas by asking "why" or "how," and by asking for examples and explanations; play vocabulary games with children which may include contrast or comparison such as how a car is different from a truck or how spoons and forks are alike; and make sure that the home reading program corresponds with the school program: (1) by sending a physically, socially, and emotionally fit child to the school program, (2) by giving children opportunities to become self-reliant, (3) by securing books for children which will be at their level, (4) by allowing children to read silently before asking them to read orally, and (5) by showing children the wisdom of accepting the instructional group that the school recommends. (SW)

ED 098506

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

HELPFUL DO'S FOR PARENTS IN THE READING PROGRAM

Adapted from
Ethel S. Marey, Reading Consultant
Plymouth and Whitemarsh Townships, Pennsylvania

1. Do give your child as many opportunities as possible for meaningful experiences. (Exposure to experiences does not insure learning.) For example, a visit to a fair as (Monroe, Enumclaw, etc.) where children can actually pet the pig, milk the cow.

2. Do strive for good language facility: answering in complete sentences and using exact labels, etc.

3. Do discourage baby talk. What sounds cute to parents presents just one more language barrier for the child to overcome in making the transfer from oral language to visual symbols · (reading).

4. Young children ask innumerable questions. It takes almost limitless patience to listen and answer, but this is the way then learn so fast at this age. The spark of wanting to know, so vital to learning, is kept alive by your attitude of interested listening and answering.

5. Do keep probing your child's statements and ideas with "why" and "how do you know" and "Give me an example" and "tell me in your own words," etc. In short, do encourage critical thinking rather than parrot-like acceptance of ideas.

6. Do play vocabulary games with your child.

   a. Contrast: How is a car different from a truck?
      How is a toy different from a pet?
      How is a bench different from a chair?
   b. Comparison: How are cars and roller skates alike?
      How are spoons and forks alike?
   c. Classifying: Tell me another word to go with brown, red, blue.
      Name all the different kinds of shoes you can think of.
      What family do all of these things belong to: a hammer, a saw, pliers, a wrench?
   d. Make Conversation More Vivid:
      Use colorless sentences such as: "The car went down the street." Substitute as many specific names as possible for the word car, convertible, hot rod. Then substitute more vivid words for the verb went: poked, skidded, raced, chugged, limped, etc.
   e. Develop Sensory Impressions:
      Use a statement somewhat like this: "The old man sat down beside the stream to fish." Then ask the child: What do you see? (Describe the old man...features, clothing, expression.) What might he smell? How do you think he feels? What might he be doing (movements?) Note: No two individuals ever have exactly the same imagery. This is one instance where children

US 001 414

will realize that a spoken or printed word might represent for each individual some experience which is different from every other individual's experience.

7. Do be certain that the home reading program dovetails with the school program.

   a. Do strive to send a physically, socially and emotionally fit child to the school program.
   b. Do give your child opportunities to become self-reliant. The child who is able to work and play without undue adult supervision is the better student.
   c. Do be sure to consult the teacher as to your child's comfortable or independent level of reading. You will find that it is at least one full grade level below that at which the teacher is instructing him. For example, if your child is having reading instruction with teacher guidance at the third grade level, then his independent level would be no higher than second reader level, etc.
   d. Do secure books for your child which will be at his INDEPENDENT level. Outside reading is valuable to the extent that it promotes fluency and pleasure. Instructional materials are challenging but too difficult to bring about this desired result. Ask the clerk or the librarian for reading materials about a topic your child is interested in. Insist that such materials be no more difficult than the level you ask for.
   e. Do allow your child to read silently before you ask him to read orally. This procedure affords him opportunity to practice his word analysis skills. Silent reading develops better rate, too.
   f. Do tell your child any word he asks for. Don't have him spell it out or sound it out. First of all, you are distracting him from the gist of the story. Secondly, your methods of word analysis, no matter how expert, may not be the one the teacher is employing. It is obvious that too many teachers might be detrimental when any skill, in this case reading, is involved.
   g. Do refrain from asking your child's teachers to allow him to bring home his basic reader. Much of the teacher's stock-in-trade is the newness of the material. Adults would soon tire of being subjected day after day to known material. How much worse for the child whose experiences are so limited.
   h. Do tell the teacher if you notice that your child's assignments appear too difficult. This may be a symptom that your child needs to be checked as to his proper instructional level.
   i. Do aid your child by showing him the wisdom of accepting the instructional group that the school recommends. No progress can be guaranteed when the child is constantly "beyond his depth."